



Montana

Office of Public Instruction

District ARP ESSER Plan

Webinar 2

July 20, 2021



Zoom Meeting Rules

This webinar will be recorded.

- When speaking, please identify yourself and speak clearly.
- You may be asked to repeat your comments or questions if there is a delay or issue with the audio.
- Please use the chat feature to ask clarifications about the information we are providing or to ask questions throughout the webinar.



Webinar Purpose

- To provide school leaders information about the requirements of the **District ARP ESSER Plan** due by August 24, 2021.
- To address hot topics or frequently asked questions about the template.
- To review the District ARP ESSER Plan template.

OPI and Attendee Introductions



WELCOME!



OPI Staff

- Jeff Kirksey, ESSER Program Manager
- Julie Murgel, Senior Manager of School Improvement and Innovation

LEA ARP ESSER Plans

The **District ARP ESSER Plan** template opened July 1st and closes on August 24th in TEAMS.

The OPI will continue to release information on the OPI [website](#) under the ESSER Info page, so that LEAs can begin work in anticipation of the opening of the template in TEAMS.



opi.mt.gov

TEAMS Login:

<http://opi.mt.gov/Leadership/Assessment-Accountability/School-Accreditation>

School Accreditation

The state board of public education establishes and maintains standards the benefit of attending accredited schools under the Administrative Rule school districts to develop, implement, and evaluate continuous school ir them on an annual basis.

STANDARDS OF ACCREDITATION

- [Administrative Rules of Montana Title 10, Chapter 55 Manual](#)
- [ARM 10.55 Standards of Accreditation Appendix Files](#)

TEAMS

- [TEAMS Login](#)
- [TEAMS Email Contact](#)
- [TEAMS Help Page](#)

help <ul style="list-style-type: none">▪ MSEIS User Manual▪ Contact MSEIS Support▪ Contact TEAMS Support▪ OPI Home	Already Have A User Account? Login Here: User Name: <input type="text" value="lcpa334"/> Password: <input type="password" value="*****"/> <input type="button" value="Login To System"/>	New User? Create User Account Here: Click the Create New User Account button to create a MSEIS User Account. <input type="button" value="Create New User Account"/>
	Forgot Login Information? Login Here: If you do not remember your password, you can click on the button "Forgot Your Password?" below to access the system by verifying some basic information about your account. <input type="button" value="Forgot Your Password?"/>	Guest Login Provides access to the Montana Educator Credential Lookup through the MSEIS System. Provides access to Accreditation Reports through the TEAMS System. <input type="button" value="Guest Login"/>

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TEAMS Login: OPITEAMS@mt.gov

School Accreditation

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Terms of Employment, Accreditation, and Master Schedule (TEAMS)

These collections will fulfill a number of new and anticipated reporting requirements in addition to replacing the previous Annual Data Collection (ADC). In the Terms of Employment collection, districts will report information on the employment status of each employee of the district, including position code, FTE portion, employment start and end dates, and full-time/part-time status. The Accreditation component will include collections regarding compliance with the Montana School Accreditation standards. The Master Schedule component includes the Teacher-Class data collection, which contains information on course catalog, and teaching assignments at the class level.

▶ TEAMS Help Videos and Instructions

▼ OPI TEAMS Resources

- Add or Change User Accounts with the [TEAMS Security Form](#)



TEAMS Login:

<http://opi.mt.gov/Leadership/Assessment-Accountability/School-Accreditation>

Your TEAMS User Role(s):

OPI Read Only User: ([OPIREADONLY](#))

The 2020-2021 TEAMS screens are closed.

Questions? Contact the OPI at OPITEAMS@mt.gov.

ARP ESSER LEA Plan

[Clickhere](#) to complete the ARP ESSER LEA plan. Please review the [checklist and instructions](#) before completing the LEA response.

The deadline is August 24, 2021 by 8:00am.

TEAMS Access/Security

Don't forget, if district TEAMS users have changed, the district's Authorized Representative must complete a [TEAMS Security Form \(link\)](#) in order for access to be updated.

TEAMS DEADLINE

TEAMS closed December 1, 2020.

FY2022 Course Codes and Endorsements

Some courses have changed for the 2021-2022 school year, please review the Course Codes with Endorsements List under the Reports menu in TEAMS. The OPI completed a full review of all courses and endorsements to align with NCES versions 6.0 and 7.0 and a list of changes is located on the [Endorsements & Course Codes](#) page.

2020-2021 Compensation Expenditure TOE

The COMPENSATION EXPENDITURE TOE (2020-2021) screen is now open. The screen is located under the SYSTEM drop down menu. You can also generate SEID numbers if necessary.

For more information, contact Nathan Miller at (406) 444-4317, nmiller5@mt.gov or OPITEAMS@mt.gov.

Quick Links:

- [TEAMS Security Form](#)
- [TEAMS Help Page](#)

Requirements and Details of the LEA ARP-ESSER Plan



LEAs APR-ESSER Requirements

The requirements for the school district plans include, at a minimum, how districts will:

1. use funds to implement prevention and mitigation strategies;
2. use the funds totaling not less than 20% to address lost instructional time;
3. spend its remaining 80% of ARP ESSER funds;
4. respond to needs of student disproportionately affected by the pandemic; and
5. meaningfully engage with and consult stakeholders in crafting their plans. Each of these federally required components are embedded into this school district ARP ESSER plan.

LEAs APR-ESSER Requirements

In addition, the USED requires the OPI to support and monitor each school district's use of ARP ESSER funds, including:

- i. implementation of evidence-based interventions;
- ii. address the student groups specifically that were disproportionately impacted by the pandemic; and
- iii. identify, reengage, and support students who have experienced the impact of lost instructional time. The plan will provide the information necessary for the OPI to support and monitor school districts as they move forward.

State Components

- Throughout this school district ARP ESSER plan, the OPI has emphasized local control and coordination of state initiatives and requirements so that school districts can identify and innovate solutions for unique local needs and priorities.
- These components are embedded in the school district ARP ESSER plan.
- Additionally, on July 15, 2021 the OPI sought and was approved flexibility from the Board of Public Education to use the Goals section of this plan in place of the Continuous School Improvement Plan (CSIP).

Template sections

The template **sections** are as follows:

1. School District-Identified Priorities
2. Meaningful Consultation
3. Goals
4. Coordinating Funds
5. Creating Safe and Healthy Learning Environment
6. Addressing Lost Instructional Time
7. Supporting the Educator Workforce
8. Monitoring and Measuring Impact of ARP ESSER funds

Pre-planning

Prior to beginning your school district ARP ESSER plan, consider the following:

- Has your district and/or individual schools within the district completed a Gap Analysis to assist in **identifying the top needs** due to COVID19 19? If no, click on Gap Analysis.
- What kinds of data assisted you in **identifying the gaps**?
- What were the **needs you identified in your subgroups**?
- Did you meet with **all stakeholders** to get input on needs and possible solutions to formulate a plan for the funds? (Parents, Students, Teachers, Staff, Community Members, Tribal Members, School Board, etc....) If not, how will you make this happen prior to creating your plan?



Instructions for completing your school district ARP ESSER plan

- When you reach a stopping point, click Next to save your work. Return anytime before August 24 to finish your submission.
- When you're ready, click Submit at the end of the plan.
- After you click Submit, your responses will display in a PDF file. Download the PDF file.
- Upload the PDF file of your responses to your district's webpage.
- Note: The option to edit is no longer available once the plan is submitted by clicking the Submit button. If you click Submit and then determine later that you need to make changes, contact OPITeams@mt.gov.


While completing your school plan

- What would you like to achieve before the funding ends in September of 2024?
- What goals will need to be established in order to get there?
- You may need to leave and come back to this form as you formulate your plan.
- You will still need to complete the eGrants application for ESSER III that is due September 1, 2021. It is important that your school district ARP ESSER plan aligns with the budget amounts reported in eGrants.

Resources to help with completing your plan:

- [Curriculum Selection](#)
- [Acceleration Guidance](#)
- [ESSA Tiers of Evidence](#)
- [Gap Analysis Tool](#)
- [U.S. Department of Education FAQ - ESSER/GEERS](#)
- [FAQ's of Maintenance of Equity Requirements](#)
- [Montana Office of Public Instruction ESSER website](#)
- [SEL Priorities](#)

Hot topics about the LEA ARP- ESSER Template



Hot Topics

- Stakeholder Input/Meaningful Consultation
- Lost instructional time vs. Learning Acceleration
- Gap Analysis

Stakeholder Input

What are recommended best practices for LEAs to meet the stakeholder input requirement?

Answer: Best practices might include a community-wide public notice and comment process with an optional survey to gather input from the various required stakeholder groups. School board meetings, small group meetings or public forums would also supplement the process. Regardless of the process followed, the LEA must document that all the applicable stakeholder groups were included in the process and that meaningful consultation occurred. Documentation of all plans and public comment need to be saved locally as OPI may request the documents as part of compliance monitoring of ESSER grantees.

- Note: Public comment should be sought in a manner that is consistent with your existing local procedures.

Stakeholder Input

How have you gathered stake-holder input?

- Survey
- Virtual input webinar
- Board meeting with public comment
- Mass email/bulletin with options to gather stakeholder input
- Other?

Learning Acceleration

The primary focus of remediation is mastering concepts of the past. Acceleration, on the other hand, strategically prepares students for success in the present—this week, on this content. Rather than concentrating on a litany of items that students have failed to master, acceleration readies students for new learning

Learning Acceleration

LEARNING ACCELERATION GUIDE

Planning for Acceleration in the 2020-
2021 School Year

April 2020



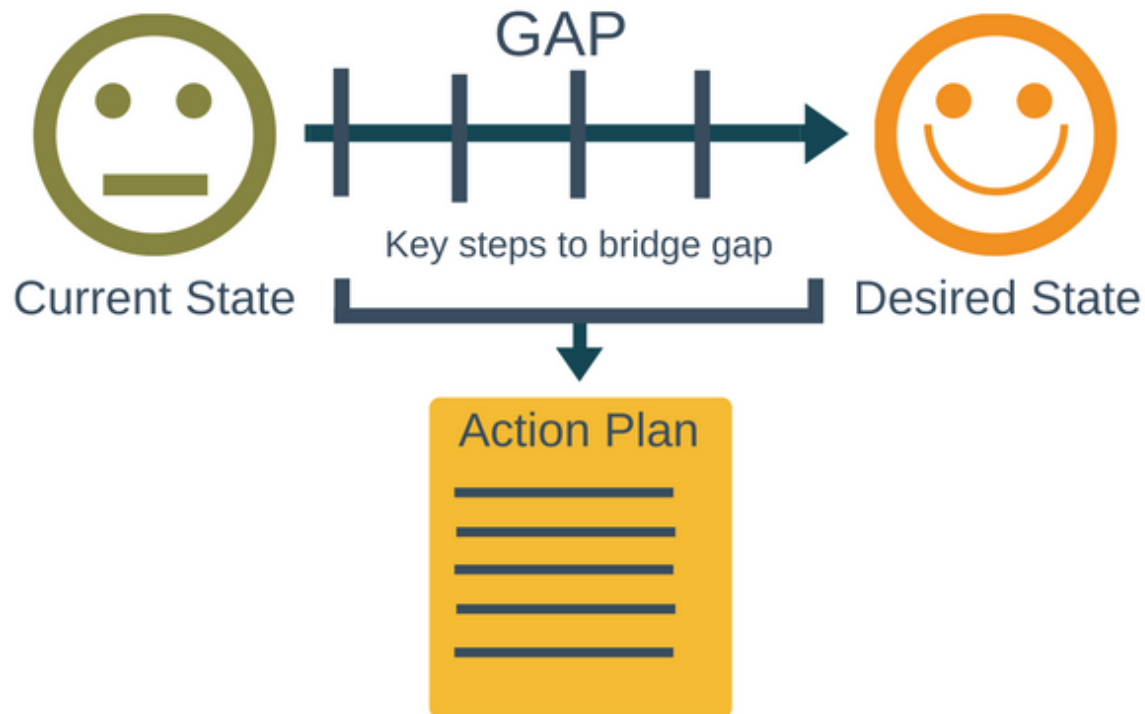
Learning Acceleration

RECOMMENDATIONS FOR ACCELERATING STUDENT LEARNING

1. **Prioritize the most critical prerequisite skills and knowledge** for each subject area and grade level *now*.
2. **Plan your approach to diagnosing students' unfinished learning** in that prerequisite content knowledge and those prerequisite skills.
3. **Adapt your scope and sequence/pacing guidance** for each subject area and grade level to reflect where teachers might need to provide acceleration support.
4. **Train your teachers and leaders** to diagnose students' unfinished learning and provide acceleration support.
5. **Monitor your students' progress** on grade-appropriate assignments and adjust your supports for teachers and leaders based on student results.

Gap Analysis

Gap Analysis



www.expertprogrammanagement.com



Gap Analysis Tool:

Available on OPI website

Assessments		Students in Grades K-12
Local Assessments	Examples: ISIP, DIBELS, MAPS, SBAC Interim	
Montana State Assessments Elementary	SBAC-Student data reports can be found on the Student Achievement data domain in the Montana Statewide Longitudinal Data System (GEMS) at https://gems.opi.mt.gov/ ACCESS for ELLs MSAA https://mt.portal.cambiumast.com/ (Including interim assessments)	
Montana State Assessments Middle/High School	ACT SBAC-Student data reports can be found on the Student Achievement data domain in Montana Statewide Longitudinal Data System (GEMS) at https://gems.opi.mt.gov/ ACCESS for ELLs MSAA https://mt.portal.cambiumast.com/ (including interim assessment)	

Gap Analysis

- Additional Data to Consider:
- Attendance
- Graduation Rates
- Student Engagement
- Behavior/Discipline
- Technology Use
- Teacher Retention
- Teacher Recruitment
- Teacher Attendance
- Professional Learning Offerings and What Types
- Walkthrough Data

Gap Analysis

- What types of additional data do you have?
- What types of additional data do you wish you had?

Gap Analysis

Step 3: Additional Data to Consider - Example

Data Components	Compelling Questions	Questions, Comments, Thoughts to Consider	Next Steps
Teacher Retention	<ul style="list-style-type: none"> How is our teacher retention? How are we tracking teacher retention within the school/ district? What incentives do we currently offer new teachers? 	<p>What are some of the reasons teachers/ staff leave our school?</p> <p>Does the school climate support teachers remaining in the school/ district?</p>	<ul style="list-style-type: none"> Determine next steps (ex: evaluation of teacher pay scale, evaluation of staff support services)

Next steps

- The OPI will confirm your submission via the email you provide at the start of your plan.
- The OPI will reach out with questions and support as needed. Districts will need to set up their own monitoring which needs to be paired with implementation.
- Districts will be able to answer these same question every 6 months. The OPI created this temporary form as a means to meet the federal timelines; it will be put in a more permanent location where you can access and update your plan.
- The OPI will use this form to collect best practices to share with other districts.

Template Contact Information

Please choose your county and district from the dropdown.

County

District

Who is submitting this form?

Please indicate your role in the district.

- ☐ District-level Administrator
- ☐ Principal
- ☐ Other (Please identify your role in the box below.)

What is your official school district email address?

What is your school district phone number?

Section 1: School District Identified Priorities

Please provide the top priorities the school district has determined as the most pressing needs for students and schools within the school district as a result or in response to the COVID-19 pandemic. You may elect between 1-3 priorities by checking the box and providing the text response.

☐ Priority 1

☐ Priority 2

☐ Priority 3

Section 1: School District Identified Priorities

When you identified each of your district's priorities, what data points did you use? Please list any and all data sources, such as attendance, interim assessments, surveys, etc.

Please indicate which of the following student groups specifically referenced in ARP ESSER were more affected than others in your district. Choose all that apply.

- ☐ Economically Disadvantaged (Free and Reduced Lunch)
- ☐ White
- ☐ Black or African American
- ☐ American Indian or Alaska Native
- ☐ Multi-Racial
- ☐ Migrant
- ☐ Homeless
- ☐ Foster Youth
- ☐ Children with Disabilities
- ☐ Male
- ☐ Female
- ☐ English Language Learners
- ☐ Other (please identify in the box below)

Section 2: Meaningful Consultation

ARP ESSER requires school districts to consult with a wide variety of stakeholders when developing a plan. Please select all of the following groups of stakeholders your district consulted and/or plans to consult.

- ☐ Parents
- ☐ Students
- ☐ Teachers
- ☐ Staff
- ☐ Tribal governments
- ☐ Local bargaining units
- ☐ Educational advocacy organizations
- ☐ County health departments
- ☐ Community members
- ☐ Other (please identify in the box below)

What method(s) did you use to seek stakeholder input? Choose all that apply.

- ☐ Webinars
- ☐ Public meetings
- ☐ Website
- ☐ Media
- ☐ Social media
- ☐ Email
- ☐ Other (please identify in the box below)

Section 3: Goals

Goal Action Plan:

Please define your Math goal, English Language Arts (ELA) goal, and other goal, based on the priorities you identified.

Explain what instruments or methods will be used to monitor the progress of the goals and determine if the goals are met. Click the box and provide the text response for each applicable box.

☐ Math Goal

☐ ELA Goal

☐ Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.)

Section 3: Goal Action Plan, Part 2

Identify what strategies/action steps will be used to support the achievement of the goals.

Describe a realistic and achievable timeline to achieve the goals.

Identify who is responsible to ensure the strategies/action steps are achieved.

Click the box and provide the text response for each applicable box.

☐ Math Goal Strategies, Actions, Timelines, and Assignments

☐ ELA Goal Strategies, Actions, Timelines, and Assignments

☐ Other Goal (For example, SEL, Mental Health, Graduation Rates, Recruitment/Retention, Professional Development, Community and Family Engagement, etc.) Strategies, Actions, Timelines, and Assignments

Section 3: Goal Action Plan, Part 2

For which of the following student groups do you have a distinct Math goal? Choose all that apply.

- ☐ American Indian or Alaska Native
- ☐ Black or African American
- ☐ Hispanic
- ☐ MultiRacial
- ☐ White
- ☐ Free and Reduced Lunch
- ☐ Homeless
- ☐ Students with Disabilities
- ☐ None

For which of the following student groups do you have a distinct English Language Arts (ELA) goal? Choose all that apply.

- ☐ American Indian or Alaska Native
- ☐ Black or African American
- ☐ Hispanic
- ☐ MultiRacial
- ☐ White
- ☐ Free and Reduced Lunch
- ☐ Homeless
- ☐ Students with Disabilities
- ☐ None

For which of the following student groups do you have a distinct goal other than Math or ELA? Choose all that apply.

Section 3: Goal Action Plan, Part 2

Describe your Math goal for each identified student group.

Describe your ELA goal for each identified student group.

Describe your Other goal for each identified student group.

If you are planning to develop or use approaches that are novel to achieve your Math, ELA, or other goal, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.

Section 4: Coordinating Funds

Identify other federal funding that you are coordinating with ARP ESSER funds to most effectively use funds to address student needs.

Did you coordinate ARP ESSER funds with other federal funds to address student needs?

- ☐ Yes
☐ No

Please select each type of federal funding you are coordinating with ARP ESSER funds to most effectively use funds to address student needs.

- ☐ Title I, Part A of the ESEA (Improving Basic Programs Operated by LEAs)
- ☐ Title I, Part A-section 1003 school improvement (Comprehensive and Targeted Supports)
- ☐ Title I, Part C of the ESEA (Education of Migratory Children)
- ☐ Title I, Part D, Subpart 1 of the ESEA (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk)
- ☐ Title II, Part A of the ESEA (Supporting Effective Instruction)
- ☐ Title III, Part A of the ESEA (English Language Acquisition, Language Enhancement, and Academic Achievement)
- ☐ Title IV, Part A of the ESEA (Student Support and Academic Enrichment Grants)
- ☐ Title IV, Part B of the ESEA (21st Century Community Learning Centers)
- ☐ Title V, Part B, Subpart 2 of the ESEA (Rural and Low-Income School Program)
- ☐ McKinney-Vento Education for Homeless Children and Youth Program and section 2001(b)(1) of the ARP Act
- ☐ Carl D. Perkins Act Career and Technical Education Act
- ☐ IDEA, Part B (Excess costs of providing FAPE)
- ☐ IDEA, Part B (Coordinated Early Intervening Services)
- ☐ Workforce Innovation and Opportunity Act

Section 5: Creating Safe and Healthy Learning Environments

If you are planning to use ARP ESSER funds for prevention and/or mitigation strategies, please select the evidence-based practices below and/or describe an additional practice in the Other box.

- ☐ Mental health supports
- ☐ Social emotional learning
- ☐ Academic support
- ☐ Extended learning/enrichment
- ☐ Hiring new staff and avoiding layoffs
- ☐ Meeting the nutritional needs of underserved students.
- ☐ Locating absent students and re-engaging disconnected youth
- ☐ Providing safe, healthy, inclusive learning environments.
- ☐ Activities to address the unique needs of at-risk populations.
- ☐ Developing and implementing procedures and systems to improve the preparedness and response efforts
- ☐ Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases
- ☐ Purchasing supplies to sanitize and clean the facilities
- ☐ Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- ☐ Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- ☐ School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- ☐ Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement
- ☐ Other (please identify in the box below)

If you are planning to develop or use approaches that are novel to implement prevention and mitigation strategies, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.

Section 6: Addressing Lost Instructional Time

Describe how the school district will use ARP ESSER funds it reserves under Section 2001(e)(1) of the ARP Act to **address lost instructional time** through the implementation of evidence-based interventions. The district must spend a minimum of 20% of ARP ESSER funds. The full implementation of the evidence-based interventions should be considered including personnel, materials, equipment, professional development, and expenses needed to meet the needs of students. Other evidenced-based practices may be utilized if the intervention meets one of the four tiers of evidence. Evidence-based practices may be found at [OPI's Multi-Tiered Systems of Support](#) page.

How do you plan to spend the required 20% set-aside to address lost instructional time?

Choose all evidence-based practices that apply.

- ☐ Extended learning time
- ☐ Tribal/community engagement
- ☐ Wraparound academic/health/social services
- ☐ SEL learning supports
- ☐ Evidenced-based curriculum
- ☐ Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.
- ☐ Accelerating learning through instructional approaches: Tutoring program-High-dosage tutoring provided consistently by well-trained tutors or educators at least 3 days per week for at least 30 minutes at a time in groups of five or fewer students.
- ☐ Accelerating learning through instructional approaches: Out-of-school time programs-Identified students, needing additional support before, and after the regular school days, as well as on weekends, and during school breaks.

Section 6: Addressing Lost Instructional Time

- ☐ Accelerating learning through instructional approaches: Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instructional and are designed to meet the social and emotional needs of student through engaging and enriching experiences.
- ☐ Access to and effective use of technology
- ☐ Engaging families in digital learning training and effectively using technology and platforms
- ☐ Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction
- ☐ Providing information and assistance to parents and families on how they can effectively support students
- ☐ Tracking student attendance and improving student engagement provided by the school
- ☐ Using data about students opportunity to learn indicators to help target resources and support
- ☐ Professional Learning Communities
- ☐ Access to advanced coursework, dual enrollment, work-place learning, and/or internships
- ☐ Career, Technical, and Agricultural Education expenses (approved under Perkins Act)
- ☐ Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs
- ☐ Other (please identify in the box below)

Section 6: Addressing Lost Instructional Time

How do you plan to use the remaining 80% for the allowable uses of funds related to preventing, preparing for, and responding to COVID-19 as required by ESSER I, II, and III? See page 5 of the ARP ESSER Fact Sheet for more information. Choose all evidence-based practices that apply.

- ☐ Extended learning time
- ☐ Tribal/community engagement
- ☐ Wraparound academic/health/social services
- ☐ SEL learning supports
- ☐ Evidenced-based curriculum
- ☐ Accelerating learning through instructional approaches: In-school acceleration-Certified educators provide support for students within the classroom and grade-level work, using high-quality instructional materials, instructional strategies, and formative assessments.

Section 6: Addressing Lost Instructional Time

- ☐ Accelerating learning through instructional approaches: Tutoring program-High-dosage tutoring provided consistently by well-trained tutors or educators at least 3 days per week for at least 30 minutes at a time in groups of five or fewer students.
- ☐ Accelerating learning through instructional approaches: Out-of-school time programs-Identified students, needing additional support before, and after the regular school days, as well as on weekends, and during school breaks.
- ☐ Accelerating learning through instructional approaches: Summer learning and enrichment: Summer learning programs, camps, community partnerships, work-based learning or community service that provide high-quality instructional and are designed to meet the social and emotional needs of student through engaging and enriching experiences.
- ☐ Access to and effective use of technology
- ☐ Engaging families in digital learning training and effectively using technology and platforms
- ☐ Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction
- ☐ Providing information and assistance to parents and families on how they can effectively support students
- ☐ Tracking student attendance and improving student engagement provided by the school
- ☐ Using data about students opportunity to learn indicators to help target resources and support
- ☐ Professional Learning Communities
- ☐ Access to advanced coursework, dual enrollment, work-place learning, and/or internships
- ☐ Career, Technical, and Agricultural Education expenses (approved under Perkins Act)
- ☐ Distance/Remote Learning: connectivity (hot spots, outfitting buildings/buses with WiFi, other wireless, internet service, etc.), devices (laptops, tablets, etc.), printing costs for learning packets, instructional resources/tools, hardware, software, subscriptions, licenses, assistive technology or adaptive equipment, online learning platforms/learning management systems, other distance/remote learning costs

Section 6: Addressing Lost Instructional Time

- ☐ Mental health supports
- ☐ Hiring new staff and avoiding layoffs
- ☐ Meeting the nutritional needs of underserved students
- ☐ Locating absent students and re-engaging disconnected youth
- ☐ Providing safe, healthy, inclusive learning environments
- ☐ Activities to address the unique needs of at-risk populations
- ☐ Developing and implementing procedures and systems to improve the preparedness and response efforts
- ☐ Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases
- ☐ Purchasing supplies to sanitize and clean the facilities
- ☐ Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- ☐ Purchasing educational technology (including hardware, software, and connectivity) that aids in regular and substantive educational interaction between students and their classroom instructors including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- ☐ School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- ☐ Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- ☐ Other (please identify in the box below)

If you are planning to develop or use approaches that are novel to address lost instructional time, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.

Section 7: Supporting the Educator Workforce

Determine if ARP funds will be used to support and stabilize the educator workforce consistent with Section 2001 (e) (2) of the ARP Act.

How do you plan to use ARP funds to support and stabilize the educator workforce?
Choose all that apply.

- ☐ Cover costs of offsetting the need to furlough or reduce the salaries of school-based staff
- ☐ Cover costs of bonuses for recruiting and retaining educators and support personnel
- ☐ Additional pay for additional work
- ☐ Class-size reduction
- ☐ Technology to support learning: enable students to learn anywhere and teachers to teach essential standards
- ☐ Additional professional development for school leaders, teachers, and staff (trainings, extended professional development days, programs, etc.)
- ☐ Staffing additional physical and mental health support staff (counselors, social workers)
- ☐ Other (please identify in the box below)

Please provide the estimated number of jobs (FTEs) that have been or will be **created** by the school district through the district's planned use of ESSER III Funds.

Please provide the estimated number of jobs (FTEs) that have been or will be **retained** by the LEA through the LEA's planned use of ESSER III Funds.

If you are planning to develop or use approaches that are novel to support and stabilize the educator workforce, would you be willing to have the OPI share your approaches with state and federal entities? If so, please briefly describe your innovation below.

Section 8: Monitoring and Measuring Impact of ARP ESSER Funds

How will the District monitor the impact of the ARP ESSER funded interventions or strategies, including but not limited to the 20% set-aside, to respond effectively to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted?

Please indicate the type of data you are obtaining and using to monitor outcomes.

- ☐ Early Warning System
- ☐ Interim Formative Assessment
- ☐ Opportunities to Learn surveys
- ☐ Summative assessments
- ☐ Chronic absenteeism
- ☐ Student engagement
- ☐ Use of exclusionary discipline
- ☐ Advanced coursework
- ☐ Access to technology
- ☐ Educator PD on technology
- ☐ Access to and preparation of high-quality educators
- ☐ Access to mental health and nursing staff
- ☐ Student, parent, or educator surveys
- ☐ Per-pupil expenditures
- ☐ Classified and certified staff (numbers of positions or people)
- ☐ Summer, Afterschool, and ESY enrollment
- ☐ Health protocols
- ☐ Student enrollment by Mode of instruction
- ☐ Student attendance by Mode of Instruction
- ☐ Other (please identify in the box below)



After the Plan

This plan must be monitored continuously and updated every six months. The OPI will confirm your submission via the email you provide at the start of your plan. The OPI will reach out with questions and support as needed.

Resources on Webpage

OPI Website-ARP ESSER: opi.mt.gov



Welcome to the Montana Office of Public Instruction!

As Graduation Season is upon us, I extend my congratulations to the tremendous and resilient Class of 2021! Montana is so proud of you!

On June 7, 2021, the Montana OPI submitted to the U.S. Department of Education (USED) its State Plan for the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund. This plan recognizes local control, removes obstacles and barriers for schools, and enhances accountability without being overly burdensome.

[VIEW ARP ESSER PLAN](#)

[FIND ESSER INFORMATION](#)

[FIND EANS INFORMATION \(HOME & PRIVATE SCHOOL COVID FUNDING\)](#)

[MEET EXECUTIVE STAFF](#)

[SEE OPI PRESS RELEASES](#)

The ARP Act represents the third round of funding to come through the ESSER fund, and Montana's allocation totals more than \$382,000,000. In previous rounds, Montana received more than \$41,000,000 (ESSER I) and \$170,000,000 (ESSER II). Through the Emergency Assistance to Non-Public Schools (EANS), the state also received nearly \$20 million for home and private schools. Two-thirds of the ESSER III funding has already been released to schools; once USED approves the State Plan, the OPI will be able to release the remaining one-third, or roughly \$126 million. Please check the "Find ESSER Information" on this website for regularly updated information. If your school district has any questions on ESSER, please direct them to daffrey.sirasev@mt.gov.

On June 24th and 25th, the OPI will host the Montana Education Virtual Summit & Job Fair supporting our Montana school districts with information and insight on Post-COVID opportunities for students.

Work Sessions include:

- The ARPA State Plan and the LEA Plan
- Meaningful Stakeholder Consultation
- What do the Data Tell
- What is the purpose of K-12 Education?
- Reimagining State Assessments

Dr. Yong Zhao will keynote the conference and provide support related to: "Avoiding the Learning Loss Trap" and "The Changes We Need."

The event is free to attend; there is a \$50 charge for school districts seeking to participate in the Job Fair and host a virtual recruitment booth. Please see the [registration page](#) for additional details.

Next Steps

- A recording of this session will be available on the OPI webpage.
- **On July 27, 2021. ARP ESSER Webinars** to assist districts in developing and submitting District ARP ESSER Plans.
 - The Zoom link is available on the webpage.

Thank you!

For questions or additional information please contact Jeff
Kirksey @ Jeffrey.Kirksey@mt.gov